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ABSTRACT

An annotated bibliography lists 74 articles and reports on instructional materials centers (IMC) which appeared from 1967-70. The articles deal with such topics as the purposes of an IMC, guidelines for setting up an IMC, and the relationship of an IMC to technology. Most articles deal with use of an IMC on an elementary or secondary level, but some discuss its use in higher education. (JK)

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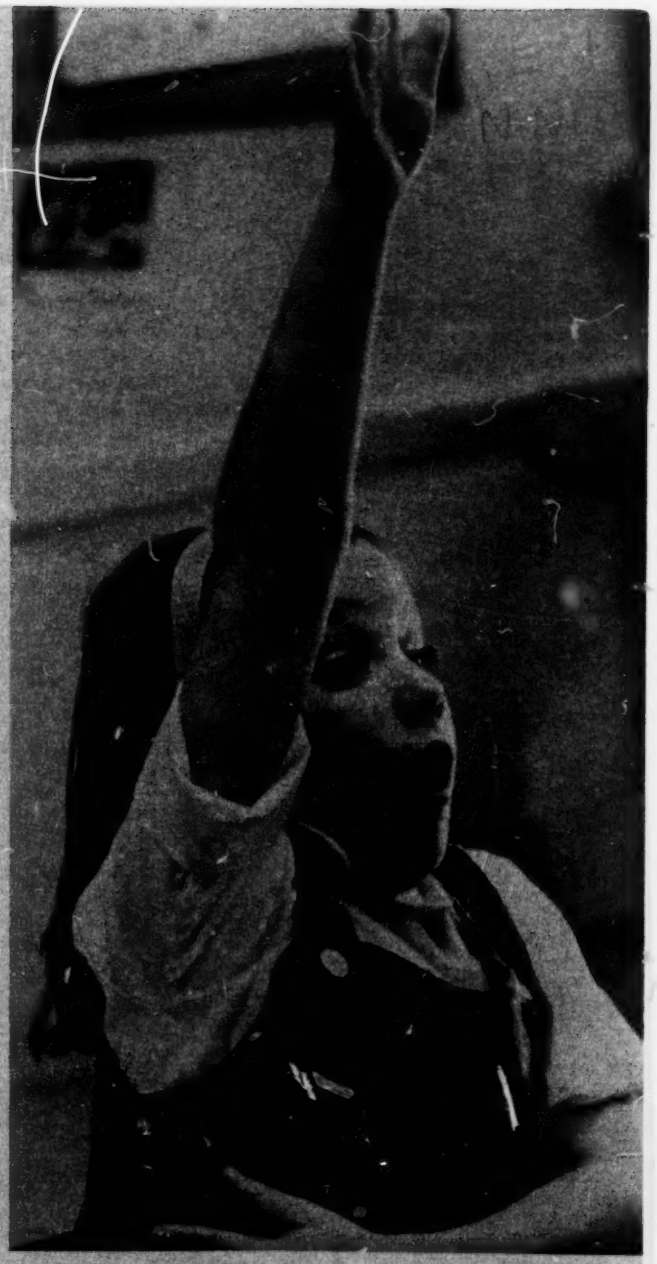

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FOREWORD

This annotated bibliography is one of twelve prepared during the summer of 1970 for the Association Referral Information Service (ARIS). The twelve topics selected were among the most requested areas during the first year of operation.

The selection of materials is designed to be broad enough to serve as a reference source for several topics. Recent publications and operating programs are included in these bibliographies; however, this series is not intended to be a thorough review of the literature. Items included are designed to help you begin your inquiry. Hopefully school personnel will find the cited materials useful in completing their day-to-day responsibilities.

This series was prepared under the able direction of Mr. Rosario Poli, Reference Librarian in the College of Education at the Ohio State University. The initial selection of materials was the sole responsibility of the compiler. Citations with the ED number are part of the ERIC microfiche collection and the abstract is from Research in Education. The other abstracts were prepared by the compiler.

ARIS is an information clearinghouse operated as a part of the professional services of the Ohio Education Association. ARIS is primarily concerned with the identification and dissemination of innovative and exemplary programs in education. In addition to program descriptions users are furnished with references to printed materials, including a review of ERIC documents, and available bibliographies. Several other information systems have made bibliographies, and other reference materials available to ARIS, to supplement the major ARIS publications.

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An Instructional Materials Center is an indispensable part of the current learning process. The physical problem of keeping up with the "knowledge explosion" has become unmanageable, todays' students are multi-media oriented, and individualized instruction has become a reality. As we successfully make instruction appropriate to the individual student we will be required to have the variety of learning aids required. A well equipped IMC will be a requirement for an effective instructional program. BHM

Ahlers, Eleanor and Morrison, Perry D. "The Materials Center at the School District Level," Library Trends Vol. 16:446-460, April 1968.

The history of school district materials centers is summarized along with the influences that have shaped their character. To estimate the current status of these centers a questionnaire was sent to 183 districts (including at least one district from each state) of whom 50% responded. Data collected gives information on (1) purposes and services of progress for students and educators, (2) processing and production of materials, (3) consulting services, (4) in-service educational programs, (5) organizational patterns, and information on (6) federal funds.

Ahlers, Eleanor and Sypert, Mary. "The Case for Decentralization," Library Journal Vol. 94:4207-10, November 15; School Library Journal Vol. 16:41-44, November 1969.

Discusses the organization, advantages and disadvantages of learning resource centers. Concludes that facilities, staff, equipment and materials for learning resource centers are dependent upon the needs of the individual school. But "staffing, collections and services should be administered by a central library complex, which is the key to effective use of all materials centers in the school." References included.

American Association of School Librarians. School Library Personnel Task Analysis Survey Special Report (Chicago, 1969). ED 033 739

Recent innovations in education have necessitated a new approach to education for school librarianship. The American Association of School Librarians (AASL) is endeavoring to contribute in this area through the School Library Manpower Project. The Project is designed in two phases: I-Task Analysis of School Library Positions, and II-Education and Recruitment for School Librarianship. This Task Analysis Survey is part of Phase I. The one-year survey was based on a purposive sample including the total universe of public and private schools in the nation considered by experts to meet specially developed evaluative criteria. The purpose of the study was the identification of the best in school library media centers, the types of personnel staffing those centers, and the tasks performed by persons in each type of position. The report includes profiles of staff characteristics, task and duty analysis, and a selected bibliography of 25 items.

Aquino, Charles C. "Teacher Attitudes Toward Audiovisual Instruction," AV Communication Review, Vol. 18:187-195, Summer, 1970.

Investigates the attitudes of a teacher population toward audiovisual instruction as it relates to the availability and accessibility of educational media within the teaching environment. Concludes that teachers generally use media more when it is available and when it relates to their intended utilization. Thus, school administrators and media personnel should make AV equipment and materials readily accessible. Moreover, materials should be available in multiple quantities to permit browsing, previewing planning, and immediate use. Excellent references are supplied that serve as a state of the art report on teachers' attitudes toward audiovisual instruction.

Artz, Delphine, et al. The Instructional Materials Center (Lansing: Michigan State Department of Education, 1965) ED 016 359.

This bulletin presents recommendations of program, personnel, and facilities for an instructional materials center, it includes utilization, materials, facilities, organization and layouts for an instructional materials center. Case studies and examples are provided for making the maximum possible usage of the center within both the school and the community.

Battelle Memorial Institute. Condensed Task Report on Study of Ohio Public School Library Manpower (Columbus, Ohio, 1968).

Concludes that Ohio has a significant shortage of school librarians, especially in the elementary schools, along with a shortage of library assistants and technical personnel. The number of librarians being trained each year is far below the number needed for the State. Recommendations for temporary manpower solutions are given.

Battelle Memorial Institute. Condensed Task Report on Study of Ohio Public School Library Services, Operations, and Facilities (Columbus, Ohio, 1968).

Concludes that many schools do not meet the minimum Ohio Library Standards and very few meet the ALA Standards of services, school facilities, equipment and library materials. Trained people having the leadership to direct, and organized library programs are needed and are lacking. Problems are recognized as national and not just applicable to Ohio. Recommendations are made for a state-wide program of library development, for library physical facilities, for school library materials, for school library programs, and for school library organizations and operations.

Bond, George W. and Smith, George L. "The Status of Elementary-School Libraries in Five Northeastern States," Elementary School Journal Vol. 69:204-209, January 1969.

A look at elementary school libraries to determine how well equipped they

are to meet needs of a modern curriculum. Reports on facilities, procedures, budget, and on training of school library personnel. States represented are a cross section of different types of communities and represent the whole socioeconomic gamut (Connecticut, Massachusetts, New Hampshire, Pennsylvania, and New York). Concludes, curricula developments have been hindered by inadequate library programs. Educators in general have not recognized the importance of the elementary school library in reinforcing the objectives of the curricula. Though elementary libraries are better today than they were ten years ago, they still need vast improvements in their collections and in the personnel who service them. References included.

Brown, Fred J. "Instructional Materials . . . Use or Abuse," School Libraries Vol. 17:25-29, Summer 1968.

A paper edited from a presentation made by the Associate State Superintendent of Instructional Services for the Maryland State Department of Education presented originally to the Maryland Conference of Supervisors responsible for School Library programs. Discusses the requirements of a successful library program: coordinating the selection, the purchase and the organization of materials, with eventual dispersal of materials and personnel throughout the school. Concludes that a truly successful program is supportive of the instructional program of the school.

Brown, Robert M. "The Learning Center," AV Communication Review Vol. 16:294-300, Fall 1968.

Questions the use or definition of the term Instructional Materials Center. Proposes a new term, The Learning Center, a term more in line with current educational trends such as individualized learning and nongraded schools. Sees the center's primary function as facilitating individual learning for students. Opposed to the traditional function of the so-called library or audiovisual center which, he claims, facilitated teaching and not learning. Under this new concept "teachers must learn how to guide or manage learning; and students, at least initially, must learn how to learn." In light of this dynamic definition, the author further discusses the concept of the learning center as it relates to personnel, administration, services, supplies, building, location and teachers' role.

Chisholm, Margaret. "Change or Progress? Guidelines for Developing Auxiliary Media Centers," School Libraries Vol. 18:13-16, Winter 1969.

Specifies the general qualifications, demands and purposes of the learning resources center. (1) It must be properly organized, maintained, and administered as an integral part of the school program. (2) It must make multi-learning materials readily available to students working on independent study projects. (3) It must be continuously staffed and financed with qualified people. (4) It must work for faculty coordination and train-

ing. Closes with seventeen guidelines for administrator or librarian planning to develop a resource center.

Coombs, Don H. Instructional Materials Centers (Stanford, California: ERIC Clearinghouse on Educational Media and Technology, 1969) ED 034 438

All relevant documents processed by the Educational Research Information Center (ERIC) system through August, 1969, on the subject of Instructional Materials Centers are listed and described in this pamphlet. The length of each document is noted and information supplied on the method of obtaining hardcopy and microfiche copies. Most of the documents listed can be ordered individually or as a complete collection of 72 fiche.

Council of Educational Facility Planners. "What Went Wrong? The I-M Center," American School and University Vol. 40:53-4, April 1968.

For the administration planning the school library as an instructional materials center. Discusses the special problems that may arise in housing, organizing materials, accessibility, location, lighting, walls and noise. Concludes, if the IMC is to function as the heart of the educational program, it deserves full attention in its planning stages.

Crawford, Laura E. "The Changing Nature of School Library Collections," Library Trends Vol. 17:383-400, April 1969.

In the school library of today, opportunities are provided for looking, listening and reading. Changes responsible for making the school library what it is today are discussed: (1) innovative educational methods, such as, team teaching, flexible scheduling, advance placement classes, independent and individualized instruction; (2) federal funds resulting from the Elementary and Secondary Education Act of 1965; (3) accreditation standards of state, regional and national organizations; (4) state special purpose grants; (5) selection aids and bibliographies that encourage the use of non-book materials; (6) technology; (7) retrieval systems. Concludes, most teachers are not well versed in the uses of the new library and its instructional resources because of their resistance to change.

Crawford, Lucille L. The Learning Resource Center–Its Development and Implementation (Columbus: OEA-ASCD, nd).

One of the reports in a series on innovative curricula, commissioned by the Ohio Association of Supervision and Curriculum Development. Designed as a brief fact-finding guide for educators planning new programs for the decade. In this pamphlet, the Supervisor of Elementary Libraries and Reading from the Canton Public Schools discusses cooperative planning, purposes of the IMC, staffing, collection, circulation, hours of service, funding and inservice training.

Curry, Robert L. and Shepherd, Gene D. "Learning Is a Personalized Media Environment," Library - College Journal Vol. 3:28-32, Spring 1970.

Presents the framework and rationale for a media center–to provide guidance and personalized learning for all students at all levels by permitting each learner to seek, select and pace his own learning through the uses of multi-learning materials appropriate to his individual needs, interests and total senses–sight, taste, touch and smell. Concludes that "the ultimate test of the quality of a media center and its personnel is found in the ability of a learner to organize, inventory, maintain, check-in, and self-select the media appropriate to his search."

Davies, Ruth Ann. The School Library; A Force for Educational Excellence (New York: Bowker, 1969).

A discussion centering around the modern role of the school library or instructional materials center. Integrates and parallels philosophy, goals and objectives of education with those of the school library. Includes chapters on the school librarian as curriculum consultant and as Materials Specialist, the school library as an integral part of the English program, of the social studies program, of the science and mathematics program, of the guidance program and of the study skills program. Originally designed as a dual course of study at the University of Pittsburgh for the School of Education and the School of Library Science, and is intended to represent the views of both schools in its program. Presentation is highly practical. Extends theory to application, to analysis, to evaluation, and to synthesis. A real on-the-job problem solver. A must for all in the educational school program. Valuable appendices, tables, checklists and references included.

Davis, Harold S. Instructional Materials Center, an Annotated Bibliography (Cleveland: Education Research Council of America, 1967). ED 022 257

This annotated bibliography on planning, staffing, and operating instructional materials centers in elementary, secondary and higher education institutions lists 24 books and pamphlets and 187 articles published between 1949 and 1966. Topics covered which related to instructional materials centers include team teaching, audiovisual materials, school libraries, independent study, learning centers, curriculum laboratories, and individualized instruction.

Educational Facilities Laboratories. Instructional Hardware/A Guide to Architectural Requirements (New York, 1970).

Chiefly descriptive of the various electronic teaching systems that may be utilized in individualized instruction. Does not attempt to evaluate. Specific chapters are on audio equipment, visual display equipment, television-based teaching systems, computer assisted instruction, and student response systems. Recognizes that much of the hardware now offered to

education will not be used significantly until the problem of software (non-physical components) development is solved. Points out the fact that educational media which least affects the traditional role of the teacher is used more extensively than other types of media. For example, in a survey reported, 71 percent of the schools made use of language lab equipment; whereas, only 16.5 percent made use of television. Conclusion drawn, teachers prefer the language lab equipment because it permits them to retain some control over lesson materials.

"Education of the Media Specialist." Library Journal, Vol. 94:1719-37, April 15, 1969.

A symposium composed of leading educators from colleges of education and library science discusses the implications of the new media standards on staffing and on the professional education of school librarians and media specialists. Concludes as the standards express the need of a unified media program involving both librarians and media specialists (print and AV people in the traditional sense) these requirements make it necessary for library education programs to mesh with A/V programs.

Erickson, Carlton W. H. Administering Instructional Media Programs (New York: Macmillan, 1968). ED 033 598

This book presents a wide discussion of the educational and administrative tasks of the instructional media program director. It includes guidelines, principles, case studies, and examples of advanced media use, with emphasis on audiovisual media, the area in which innovation has occurred most. Strong leadership, technological competence, and good public relations image are cited as prerequisite qualities for a successful media specialist. The media director should serve as an agent of change in the existing school structure–initiating in-service re-training of teachers and, through his preparation of media, trying to integrate divergent teaching policies. Descriptions of jobs, duties, and standard operating procedures for media use for those working in school media programs are given in detail, along with discussions of the physical environment suitable for media use, city-wide media centers, instructional television, integration of A-V media with print medium services, and other subjects.

Espolito, Nicholas A. Instructional Media Center. Educational Facility Series–A Guide to Planning (Trenton: New Jersey State Department of Education, 1969). ED 036 089

General recommendations are set forth regarding aesthetics, acoustics, lighting, temperature control, location, and layout of the instructional media center. Consideration is given to spatial relationships, equipment and furnishings, and suggestions are included regarding basic and advance facilities for primary, middle and secondary schools.

Gaver, Mary Virginia. Patterns of Development in Elementary School Libraries Today. 3d ed. (Chicago: Encyclopedia Britannica, 1969).

A five-year report on emerging media centers, 1963-1967. Description, comments, tables and charts on 46 different school systems winning finalist positions in the Encyclopedia Britannica's School Library awards–an annual award given, with the advisory assistance of the American Association of School Librarians, to a school system showing promising growth and development in elementary school library services. Concludes that elementary school libraries have undergone an explosive development during the 60's and that "citizens, educators and librarians can plan for long-range development of good media services in elementary schools."

Gibson, Dan M. and Higgins, William. "New A-V Technology Meets Program Needs." American School and University Vol. 40:43-45, March 1968.

The Beverly Hills Unified School District uses AV Technology in its instructional materials centers for elementary and secondary schools by actively involving teachers, students and key personnel in educational operations. Discusses the staff requirements of its centers, its study centers for academic departments, its provisions for a district-wide dial-access, audio and video information retrieval systems; and its television production facilities.

Hartz, Frederic R. and Elstein, Herman. "Media Support System for the Secondary School," Journal of Secondary Education, Vol. 45:31-39, January 1970.

Outlines the need for a well planned and integrated instructional media support system for improving instruction and for facilitating independent learning. The core component of the system is the IMC. Presents its components in a functional and internal manner and develops it into an organizational scheme for a large network. Other support components of the media system include the curriculum development and research center, the audiovisual center, the radio TV center, the publication center, the computer center, and the copying and duplicating center.

Hartz, Frederic R. and Elstein, Herman. "Public Relations and Secondary School Media Center: The Director's Role," Audiovisual Instruction, Vol. 15:61-63, January 1970.

Gives excellent suggestions for promoting the school media center through a well planned public relations program. Concludes that the best public relations program is well planned and stresses service and communication for the users–the students and the teachers. Good service is service in accord with the public's needs. Good communications requires an effective inservice program and an active involvement of students and teachers in policy decisions.

Hicks, Warren B. and Tillin, Alma M. The Organization of Nonbook Materials in School Libraries (Sacramento: California State Department of Education, 1967). ED 017 281

A general guide for cataloging and processing of non-book materials, this manual was written in response to requests for assistance in organizing audio-visual materials for use by pupils and teachers in California school libraries. As such, the decisions on cataloging procedure are based upon the principle that the organization of all instructional materials by subject reinforces learning and skills already acquired. Consideration is given to questions of a general nature, such as, the use of union catalogs, circulation and storage of materials and equipment, types of classification systems, and the use of printed cards. Procedures for handling the different forms covered are based upon standard library practices, but are meant to be flexible enough to allow adaptation to each school library. Specific examples of cataloging and processing for each of the forms covered (art prints, charts, dioramas, films, filmstrips, flash cards, games, globes, kits, maps, mock-ups, models, pictures, realia, recordings, specimens, video tapes, and transparencies) make up the major portion of the manual. Appendix A summarizes the results and conclusions of a questionnaire survey of California School Library practices in cataloging, housing, and circulating audio-visual materials. Appendix B is a report on project discovery, "integrating library materials."

Horton, Lowell and Horton, Phyliss. "Instructional Materials Centers," American Libraries, Vol. 1:290-292, March 1970.

A selective annotated bibliography covering the mid 60's. Designed for teachers and administrators planning an instructional materials center, and for educators who wish to evaluate the effectiveness of centers already in operation. Divided into two area: descriptive references listing centers in operation and prescriptive and theoretical listings presenting rationales for the design and implementation of centers.

Ideas For Planning Your Instructional Materials Center (Boston, Massachusetts: School Building Assistance Commission, 1964). ED 037 026

This report suggest that the instructional materials center be flexible for multigroup activities, expansible for future physical growth, and central to the instructional program. Area specifications are given for the following areas: materials research, small groups, cataloging and processing materials, and listening and speaking, and for a dark room, television studio, and developmental reading room. Materials and equipment lists as well as a bibliography are included.

"Instructional Materials: Educational Media and Technology," Review of Educational Research, April 1968

A review of the relevant research by leading media educators and author-

ities in education. Especially valuable for its bibliographies and as a state of the art report for the field since 1962. A must for anyone doing research and evaluation in media. The entire issue discusses four areas relating to media: (1) design and selection factors, (2) utilization and management of learning resources, (3) learner variables and educational media, (4) educational objectives and educational media.

"Instructional Media Centers," Audiovisual Instruction (September, 1969).

The entire issue is devoted to the concept of the IMC. Topics of relevance to the high school and elementary educator include: (1) what is a Media Center?,(2) how to promote an Instructional Materials Center through good public relations, (3) the role of the Instructional Materials Specialists, (4) the library as an Environmental Learning Center, (5) how the IMC may encourage creative inquiry, (6) the role of technological advances, (7) the challenge of the new media standards, (8) commitment to individual learning, and (9) scheduling.

Iowa Department of Public Instruction. Plan for Progress in the Media Center (Des Moines, 1969). ED 033 588

The outpouring of new instructional materials and techniques has resulted in a demand for instructional materials centers at the elementary school level. This handbook has been published to assist in planning and developing such a facility. The media center's usefulness to students, teachers, and administrators is outlined. The qualifications and job descriptions of the professional staff are set forth, along with a list of necessary supportive staff. It is pointed out that the quarters for a media center should be centrally located to students and teachers. Guidelines are laid down for the acquisition of an adequate supply of books, magazines, and other materials needed for both student and teacher use; the equipment necessary for the display and use of the materials is listed. An annual budget is proposed to provide sufficient funds to cover the costs of maintenance. Since there will be some material the teacher will want to develop himself, equipment necessary for such production is suggested. Standard library furnishings are suggested; specifications (height, width, depth, etc.) for various items are noted. A 3-phase program for each aspect of the center's development is outlined. A bibliography supplements the report.

Jacobs, J. W. "Organizing Instructional Materials Services At The System Level," American Library Association Bulletin, Vol. 62:148-52, February 1968.

Defines the idea of a centralized instructional materials center for school districts with more than one building. Such a center would merge all instructional materials and related technological services and would provide the structure and process for effectively coordinating these sources for all schools in the district. Such a center would be organized according

to the systems approach with each part serving a unique function and, at the same time, related to the other operations in the system.

Joint Committee of the American Association of School Librarians and the Department of Audiovisual Instruction of the National Education Association. Standards for School Media Programs (Chicago: American Library Association, 1969)

National standards prepared jointly by professional associations closely identified with the resources for teaching and learning in the schools. A revision of the 1960 standards of the American Association of School Librarians and of the 1966 standards of the Department of Audiovisual Instruction. Based on the recommendations of audiovisual specialists, school librarians, administrators, curriculum specialists and other educators. Expressly for the purpose of coordinating standards for school libraries and audiovisual programs and for establishing programs that best will aid the schools in implementing their educational goals and instructional programs. Standards relate to the service of the media program, to the staff, to the selection, accessibility and organization of materials; to the collection, to the expenditures, and to the other facilities in the media program–the environment, the location the space and the equipment of the center.

Joyce, Bruce R. Man, Media and Machines-The Teacher and His Staff (Washington, D.C.: National Education Association, 1967). ED 016 397

An organization model for the school is proposed, placing teachers at the center of the decision-making process and providing them with a supportive staff to help individualize education. In this model, a direct instruction team works with a professional staff, who organize instructional materials and provide consultant help, at the instructional support centers.

Kelley, Gaylen. "Technological Advances Affecting School Instructional Materials Centers," Library Trends, Vol. 17:374-382, April 1969.

Present technology, for the most part, is inadequate to support a media program envisioned by the 1969 Standards for School Media Programs because it is not designed for individual use in instruction. Consequently, educational methods are adapted to technology, whereas, technology should be adapted to instructional methods. More communication is needed between manufacturers and media specialists if adaquate needs are to be satisfied by the instructional materials centers. References included.

Knight, H. and Adams, E. D. "IMC Concept," Peabody Journal of Education, Vol. 45:303-5, March 1968.

Sees the library or the IMC as more than a place for books, but as a place for multi-learning media and resources; a place where students and

teachers have complete access to all materials and equipment. Not only does the media coordinator work to meet the individual needs of students and teachers, but the administrator, teacher, media specialist and students all work together to implement the educational objectives of the school.

Lavin, Richard. "Simulation, Standards and the Seventies," Library Journal, Vol. 94:4216-17, November 15; School Library Journal, Vol. 16: 50-51, November 1969.

Implementation of the new media standards demand cooperative planning on the part of all educators–teachers, administrators, librarian and media specialist. Gaming–simulation techniques for promoting creative group thinking–is recommended. Advantages achieved are an improved conceptual view of the system or center and improved communication.

Lohrer, Alice, ed. The School Library Materials Center; Its Resources and Their Utilization (Champaign, Ill.: Distributed by the Illinois Union Bookstore, 1964).

Papers presented at an institute conducted by the University of Illinois Graduate School of Library Science, November 3-6, 1963. Discusses the research supporting the concept of the school library as an Instructional Materials Center, its new resources, administering and processing of resources, design and development of an IMC, cooperative planning, new library programs in the elementary, junior and senior high schools, and future possibilities in the development of the school library as an Instructional Materials Center.

Lowrie, Jean Elizabeth. Elementary School Libraries (Metuchen, N.J.: Scarecrow Press, 1970).

Fundamentally a traditional approach to school library services. Defines the primary purposes of the elementary school library as providing reinforcement for the school curriculum and reading experiences for all children. Discusses these purposes, however, somewhat in the light of three new developments: (1) new approaches in library instruction, (2) new attitudes toward flexible scheduling in library uses, (3) broader understanding of the phrase total media center. Bibliography included.

McAnulty, Laura. "Media-Based Learning Resources Center," Audiovisual Instruction, Vol. 15:50+, February 1970.

Describes a learning center in a small high school funded by a 3-year federal grant. The center is designed for individualized instruction and uses audiovisual materials and the library as its learning base. Most of the article is chiefly descriptive of the technology and aids used in the center. Closes with a probing question for the perceptive reader, what happens to this center when federal funds are cut or no longer available?

McCusker, Sister Mary Girolama. "Implications of Automation for School Libraries," School Libraries, Vol. 18:15-20, Fall 1968.

A two-part study. Part I (17:23-27, Fall 1967) looks at the need for automation in school libraries and reexamines the technical and professional services in school libraries through program appraisal and systems analysis. Part II (18:15-20, Fall 1968) gives specific examples of automated operations at three basic levels; (1) data processing equipment in the ordering and cataloging of books, (2) EDP for book purchasing and circulation, (3) a remote access system for instructional materials.

Mahar, Mary Helen. The School Library as a Materials Center. (Washington: U.S. HEW, Office of Education, 1963).

A report of a conference sponsored by the U.S. Office of Education, May 16-18, 1962. Explores the educational needs of librarians and teachers for organizing and using the school library as a materials center that services the needs of a modern instructional program. Papers presented: (1) "Changing Concepts of Instruction and the School Library as a Materials Center," J. Lloyd Trump; (2) "The Development of Professional Tools for the Materials Center," C. Walter Stone; (3) "School Libraries as Instructional Materials Center, with Implications for Training," Alice Lohrer; (4) "Competencies Needed by School Librarians for Selecting and Organizing Materials for Materials Center," Edward T. Schofield; (5) "Competencies Needed by School Librarians for Planning Quarters and Administering the Use of Materials Centers," Kenneth I. Taylor; (6) "State Program of Inservice Education on the School Library as a Materials Center," James A. Boula; (7) "School System Programs of Inservice Education on the School Library as a Materials Center," Virginia McJenkin; (8) "Preservice Education of Teachers in the Selection and Use of all Types of Instructional Materials with Implications for the School Library," Paul W. F. Witt; (9) "Inservice Education of Teachers in the Use of the School Library as a Materials Center," James W. Jacobs; (10) "Structuring Library Education Curriculums for Preparing Librarians of Materials Centers," Frances Henne.

Mann, Mary Louise, ed. "A Casebook of School Library Services," American Libraries Vol. 1:162-175, February 1970.

Innovative ideas in school media centers from ten school systems throughout the country are described. Each case discusses the problems of planning, developing, and implementing the new program. Funding, objectives, and evaluation methods, along with recommendations for similar programs, are also given. Cases include the following: Mobile Education Technology, An Education Tool for All; Utilizing Closed Circuit Television; The Library Goes to Camp; Blind Children Learn to Relate; Individualized Learning in the Flexible School: Hub of the Instructional Program; An Automated Library System: Joint Use of Collections.

Mason, Ellsworth. "Contemporary Education," Library Journal, Vol. 94: 4201-4206, November 15; School Library Journal, Vol. 16:35-40, November 1969.

An experienced designer of school libraries discusses the problems facing contemporary education–the multiplicity of knowledge, the growth of interdisciplinary fields and the blight of learning. Concludes, school libraries, for the most part, are unable to cope with these contemporary problems because of (1) inadequate book collections, (2) poor library design, (3) lack of non-book media, and because of (4) inflexible schedules. Gives profiles of significant school libraries, and shows how these schools are handling some of the contemporary problems facing education. References included.

Mead, Melvin. "Planning Media Center: Prescription vs Communication," Educational Screen and Audiovisual Guide, Vol. 48:8, October 1969.

An indictment of educators in the media rank for not giving students a voice in the evaluation and selections of materials. Asks for student involvement in the designing and selection of materials for school media centers. Argues that meaningful communication between students and educators, rather than one-sided prescription, should be a general rule.

Miller, Marjorie and Ankrum, Janet. "The Trump School: A Move Toward Decentralization," Library Journal, Vol. 94:4211-12, November 15; School Library Journal, Vol. 16:45-6, November 1969.

Present day description of the original Trump School, Ridgewood High School, Illinois. Opened in 1960 as an innovative school, designed for the expressed purpose of individualizing learning and for professionalizing teaching. The original Trump Plan, a decentralized arrangement, called for a small library plus learning resource centers staffed by teaching assistants. Growing demands of the educational program made it necessary for a reorganization based on a centralized materials center. Building data is included.

National Education Association. Highlights of Schools Using Educational Media (Washington, D.C.: NEA–Department of Audio-Visual Instruction). ED 020 661

This is a guide to the educational programs of 247 schools making significant use of instructional media in the United States. Initial identification of schools was accomplished by sending two-part questionnaires to school systems, processing data and sending out three-man teams in each of the 50 states to visit 344 school systems. Validity and sophistication of the programs claimed by each school were checked by self-administered profile sheets and on-site observations by survey teams. Final selection of schools was based on size, expenditure per pupil, availability of easy transportation, creativity, administrative support, teacher enthusiasm, and

program success. Each school is described in one page of condensed information. A cross reference of innovative practices follows the summaries of school programs. This is followed by statistical data from questionnaires and evaluation profiles. The report concludes with a discussion of factors that encourage innovative use of media.

Oglesby, William B. "Basic Elements of An Instructional Resources Center," American School and University, Vol. 40:59-60, May 1968.

The instructional materials center is known by a variety of names–instructional resources center, educational media center, the school library or any combination of these terms, but in planning such a center basic steps must be followed. The author, Director of the Instructional Resources Center at Kent State University, discusses the basic principles for a good center: (1) select a highly qualified director for the center, (2) plan it on the principles of quality, service, and balance, and in accordance with the functions it must perform, (3) carefully select, train and maintain a competent staff, (4) evaluate the performance of your staff and program periodically.

Pearson, Neville P. and Butler, Lucius, eds. Instructional Materials Centers (Minneapolis: Burgess Publishing Company, 1969).

A collection of 83 readings covering the past decade. Taken selectively from some 50 journals, but largely represented by Audiovisual Instruction and Library Journal. Compiled by two media specialists, the articles attempt to show "the how" and "the why" of the Instructional Materials Center (IMC) concept. Chapters discuss the philosophy of the IMC, the IMC in the elementary school, in the secondary school and in the college and university; the personnel of an IMC and the evaluation of Instructional Materials Centers. The readings are designed to serve as a course of study for media people and for directors of IMC's, to aid the school administrator wanting to understand the how and the why of the IMC, and to serve as a unifying philosophy for the administration of book and non-book materials. A selected bibliography is included for further reading.

Polette, Nancy. "Instructional Materials Center at the Elementary Level," School and Community, Vol. 56:39+, November 1969.

The IMC and the work study skills needed for independent study in the elementary school are discussed; reading skills, selection skills, skills of organization and recording, and skills of evaluation. Differences between the traditional approaches to learning in the language arts, in the social studies and in science, and between the IMC approaches to learning in these disciplines are discussed.

"Professional Education," Audiovisual Instruction, May 1970

The present concern for the improvement of professional education and

IMC's through job analysis, manpower development projects and school library media standards is not restricted solely to the school library profession, but it has also permeated the media profession. This entire issue is devoted to improving professional competencies in the field of instructional technology articles of special concern to the IMC people include: (1) "What Field Are We In Anyhow," Kenneth Siber; (2) "Act I of JIMS" (Jobs in Instructional Media Study), Freda D. Benotavicz and Jim Wallington; (3) "Media Guidelines," Dale Hamreus; (4) "Is The AV Coordinator a Full-fledged Professional Partner?" Robert Fite; (5) "First Considerations in Selecting Instructional Materials," Eva Goff; (6) "Performance Objectives for Individualized Instruction," Lucius Butler; (7) "The Teacher and Media," Ford Lemler; (8) "AV Inservice Training," John Chalmers; and (9) "Report Card Time," Neville Pearson.

Rice, Helen. "Changing Staff Patterns and Responsibilities," Library Trends, Vol. 17:401-409, April 1969.

Advances the argument that users are the key determiners in the staffing and operation of the school library. Accordingly, discusses the responsibilities of staff members in school media centers and relates them to users–students and teachers. Users have the right to expect the staff to (1) give services in support of the educational objectives of the school, (2) recognize the needs of individual students, and (3) exercise creative leadership by striving to make education relevant for both teachers and students. References included.

Rogers, Margaret. How Does The Secondary School Library Become An Instructional Materials Center? Personnel, Program, Materials, Housing (Eugene, Oregon: School Study Council, 1968). ED 027 049

Objectives of this paper are to: (1) provide a practical point of view, based on experience of library and audiovisual practitioners, for expanding secondary school library programs into instructional materials center programs as demanded by instructional programs involving flexible scheduling, inquiry, and independent study; (2) provide an annotated bibliography of pertinent comment and illustrations from school administration, architecture, library, and audiovisual journals, books, and media; and (3) make available to school administrators and planners selected sources on these topics. The instructional materials center, as defined for this discussion, is a library with broader than traditional purpose, housing more diversified and extensive collections of materials. It is staffed by leaders with varied general experience and specializations in library, curriculum, and media, who work supportively with staff and students. Topics discussed include personnel, program, materials, the indexing system, budget, and housing spatial allocation. An annotated bibliography of 24 items is appended.

Rowell, John and Heldbreder, M. Ann. The Organization and Operation of Educational Media Selection Centers (New York, National Book Committee, 1970). ED 036 201

The aim of this project is to contribute to the development of quality education by improving the selection and use of educational media by students and educators. Questionnaires were used to screen all known facilities in the United States. Of those having one or more aspects of an educational media selection center program, 38 were selected for on-site evaluation by a team of professionals. Reports were analyzed and tabulated, and half the evaluating team members also attended additional group discussion sessions. It was found that very few educational media selection centers exist as originally described. It was recommended that guidelines for such centers be written and disseminated as widely as possible, and also that several model or demonstration centers be established in a variety of administrative patterns across the country. Supplements to the report include tables of data collected and samples of the material used in the survey.

Saunders, Helen E. Modern School Library; Its Administration As A Materials Center (Meutchen, N.J.: Scarescrow Press, 1968).

Designed as a basic text for high school library administration. Although material is included on the selecting, acquistion, processing and housing of materials, the book is primarily concerned with the administration of school library services. More specifically, it is concerned with a centrally administered collection of books and non-book materials and with the effective utilization of these materials and services by every student and teacher in the school. Selected readings and audio-visual materials are listed for further study.

"School Library Manpower Project, A Vital New Study," School Libraries, Vol. 18:45+, Fall 1968.

Funded by a grant from the Knapp Foundation of North Carolina. A report from the Advisory Committee representing the American Association of School Librarians, the Library Education Division and the Library Administration Division. Purpose of the project was to study the development and proper utilization of school library manpower by redefining the concept of school librarianship and by developing an educational program geared to the new concept. A two-phase project: Phase I–A study of the task now performed by all types of personnel in school libraries and a study to determine the knowledge and skills needed, Phase II–The development of six experimental programs of library education, two at the undergraduate level, and four at the graduate level.

Shores, Louis. "The Medium Way," Library – College Journal, Vol. 1: 10-17, Winter 1968.

A major premise of the article is based on Winslow Hatch's comment, "The

degree to which students can study independently is one measure of quality in education." Sees independent study as a means of meeting individual differences and concomitantly as a way of satisfying our demands for universal education. Gives the college library, as well as the school library, the role of leadership in developing educational programs for independent study by utilizing and matching instructional materials with individual differences in students. A decisive call for librarians to "library teach" rather than to "library manage" by assuming a new dimension in library and media use instruction.

Sullivan, Peggy, ed. Realization (Chicago: American Library Association, 1968).

The final report of the Knapp School Libraries Project, 1963-1967. A project funded by the Knapp Foundation and administered by the American Association of School Librarians and the department of the National Education Association. Purpose of the project is to study and publicize the selection and further development of elementary and secondary school library services throughout the country. Recounts the study of eight demonstration school libraries in New York, Washington, Indiana, Maryland, Texas, Oregon, Utah and Indiana, and what happens in these eight libraries (1) when library services are improved to meet the 1960 Standards for School Library Programs, (2) when teachers' colleges take an active role in school library use and development, and (3) when citizens actively participate in the development of their own school library program. References included.

Swarthout, Charlene R. The School Library as Part of the Instructional System (Metuchen, N.J.: Scarecrow Press, 1967).

A well written discussion for all–teachers, administrators and librarians. Proposes an inservice program, based on curriculum theory, learning theory and child development theory, which develops the concept of the school library as part of the school's total instructional system; and as demanding cooperative school staff planning in its organization if it is to contribute its optimun support to the educational program of the school. References included.

"System-Level Programs," Library Trends, Vol. 16:461-501, April 1968.

Five descriptive case studies of district school library programs. Discusses history, administrative relationships and control, program objectives, methods and staffing. Though not evaluative, each author gives some indication of the program's effectiveness: (1) "The Webster Parish, Louisiana, Program," Sue Hefley; (2) "The Shaker Heights, Ohio, Program," Mildred L. Krohn; (3) "The Fulton County, Georgia, Program," Virginia McJenkins; (4) "The Lansing, Michigan, Program," Mildred L. Nickel; (5) "The Broward County, Florida, Program," Frances Hatfield.

Taylor, James L. et al. Library Facilities for Elementary and Secondary Schools (Washington D.C.: U.S. H.E.W., Office of Education, 1965).

To Assist educators in planning functional facilities for expanded school library services, and to assist architects in designing efficient school library quarters. Discusses trends, their significance for school libraries, how to relate school library quarters to the instructional program, guidelines for planning, and the conditioning of space for library quarters. Selected references, photographs and layouts of school library quarters, and a checklist of furniture and equipment are included.

Taylor, Kenneth and Hall, Robert. "Facelifting for Old Schools," Library Journal, Vol. 94:4218-24, November 15; School Library Journal, Vol. 16: 52-58, November 1969.

Case studies and guidelines for remodeling and designing IMC's, especially in an older building and at the elementary level. Lists and discusses basic principles underlying design. (1) Identify the needs that may be served by an advanced materials program. (2) Look to the principal as the motivating force for change. (3) Define the basic IMC functions. (4) Use quantative standards with care. (5) Involve many in cooperative planning. (6) See remodeling as a continuing process. (7) Be flexible. (8) Relate IMC facilities to other programs in the building. (9) Develop a long range plan at the district level. (10) Capture beauty inherent in older buildings.

Taylor, Kenneth I. "The Instructional Materials Center: A Theory Underlying Its Development," Wilson Library Bulletin, Vol. 43:196-68, October 1968.

The instructional materials center performs a supportive role increasingly identified with the school's total educational program. Its basic function or role is to support independent and creative inquiry. The author explains creative inquiry, its conditions, its components and how the instructional materials center relates to it. Concludes that the final goal of creative inquiry is "the development of an original idea by the student." The effectiveness of the IMC, thus, is determined by its capabilities for encouraging creative inquiry. Excellent diagrams included.

Vannan, Donald A. "Educational Media In The United States," Educational Media (February, March, April 1970).

In three successive issues Educational Media reports the result of a media survey involving 28 state departments of education. Part I: Innovative Ideas in Use (1:15-16+ February 1970) reveals that school districts throughout the country have various media programs in their approach to the teaching-learning function. Part 2: If You Had the Money What Would You Buy? (1:14-15 March 1970) reveals that highly trained personnel and more of the same is needed, along with, more and better inservice training programs, and a more

extensive expansion of the media concept with professional media personnel in charge of the facilities. Part 3: Selected Statistics (2:18-19 April 1970) reveals statistics on computer assisted instruction, centralized libraries, overhead projections and on individualized instructions.

Weller, Elizabeth. "The Elementary School Media Center in Action," Contemporary Education, Vol. 61:77-78, November 1969.

A representative article taken from the November 1969 issue of Contemporary Education, which is devoted largely to media centers and learning. Sees the elementary school media center as pervading the entire school curriculum and vice versa, as a motivating force for learning because of its inherent appeal to children and because its multi-media approach challenges the senses, stimulates exploration and individual work. Concludes its greatest capacity is for personalizing the learning of students, if the cooperative efforts and guidance of the teacher and the librarian are employed.

Whitenack, C. I., et al. "School Libraries as School Media Centers: A Portfolio," American Library Association Bulletin, Vol. 63:249-71, February 1969.

A series of articles edited by the Chairman of Educational Media at Purdue University. Descriptive of selective school media centers throughout the states that service elementary, junior, middle, and senior high schools. Articles relate the workings of the media center for slow, average and gifted students; shows how learning centers contribute to creativity and learning, and how provisions are made for large and small group instruction and for independent study.

Wilson, N. W. "Newer Media Education: Problem Solver or Problem Maker," Clearing House, Vol. 43:14-16, September 1968.

The author, having had first-hand experience with the first high school to have the only dial access retrieval system in its environmental learning center (Burnt Hill–Ballston Lake Junior High School, New York), points out the planning problems met in implementing the center. First, teachers have to be educated to change and fully instructed in the uses and limitations of the new media. Secondly, teachers and students have to accept the new media. Steps taken to bring about acceptance included: (1) provision of background information, (2) careful selection of multi-media materials, (3) familiarity with materials, (4) implementing the materials in the curriculum through training programs, workshops and through actual classroom preparations, (5) inservice training for teacher and student use of the center.

Woodworth, Mary L. The Identification and Examination of Areas of Needed Research in School Librarianship (Madison: University of Wisconsin, 1967). ED 018 243

The purposes of this study were to: (1) identify research problems in school

librarianship, (2) indicate the relative importance of the problems and needs identified, and (3) search for and comment upon existing research in the field. Opinions on the relative importance of research needs and problems were gathered through questionnaires sent to school-library leaders. The leaders were principally concerned with needed research for library instruction, services, and state and federal programs. Items of greatest concern were–the contributions of the library to the teaching/learning process, teacher education and the library, instructional materials centers, attitudes of the school staff, evaluation of libraries, personnel studies, and the education of school librarians. An examination of the existing research revealed that current experimental research in school librarianship is almost nonexistent, although status reports abound. It was concluded that the responses in this project indicated a definite interest in research and research needs for school librarianship on the part of librarians, and it was recommended that research and research techniques should become a definite part of the curriculum for school librarians and that increased opportunity to initiate and participate in local, state and federal research projects should be afforded school librarians. Appendixes include a bibliography of 252 items, the instrument used for this study, and simple frequency tables indicating responses to the areas of needed research.

Wyman, Raymond. The Instructional Materials Center – Whose Empire (Washington, D.C.: NEA - Department of Audio-Visual Instruction, 1967). ED 018 191.

Growth of new media programs has caused a question as to whether they belong in the domain of the librarian or of the audiovisual specialist. One solution is to combine all media in a single instructional materials center from which teachers and students may procure the media needed for large group presentation, small group interaction, or individual study. To provide necessary services, three elements are needed: (1) a software or media library that includes books, films, slides, and recordings needed for presentations or individual study, (2) a hardware or equipment shop for acquiring, storing, servicing, and issuing equipment, and (3) a production center for preparation of recordings, films, slides, transparencies, graphics, booklets, and handout sheets. Although most of this work can be done by nonprofessional, technical personnel, there is need for a presentation specialist and for a specialist in individual learning. These specialists, plus technicians and secretarial help, would work on a team directly with the teachers.

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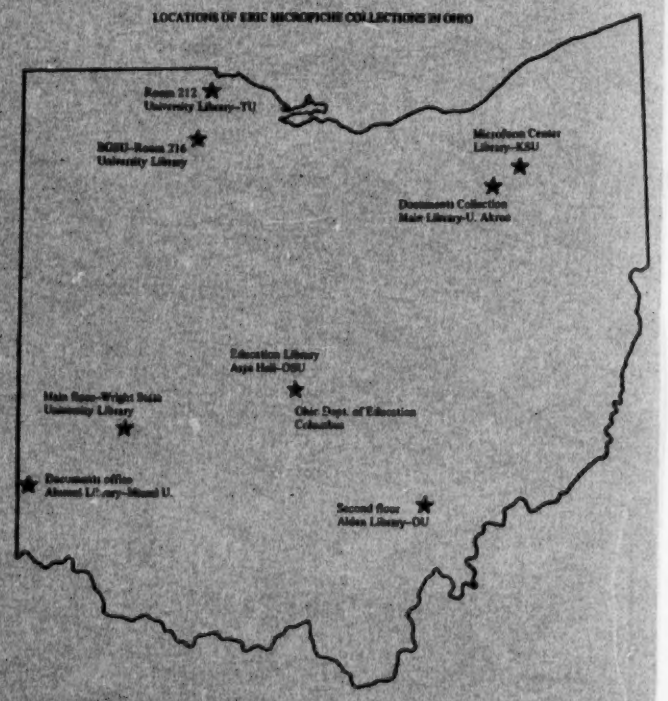

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